

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

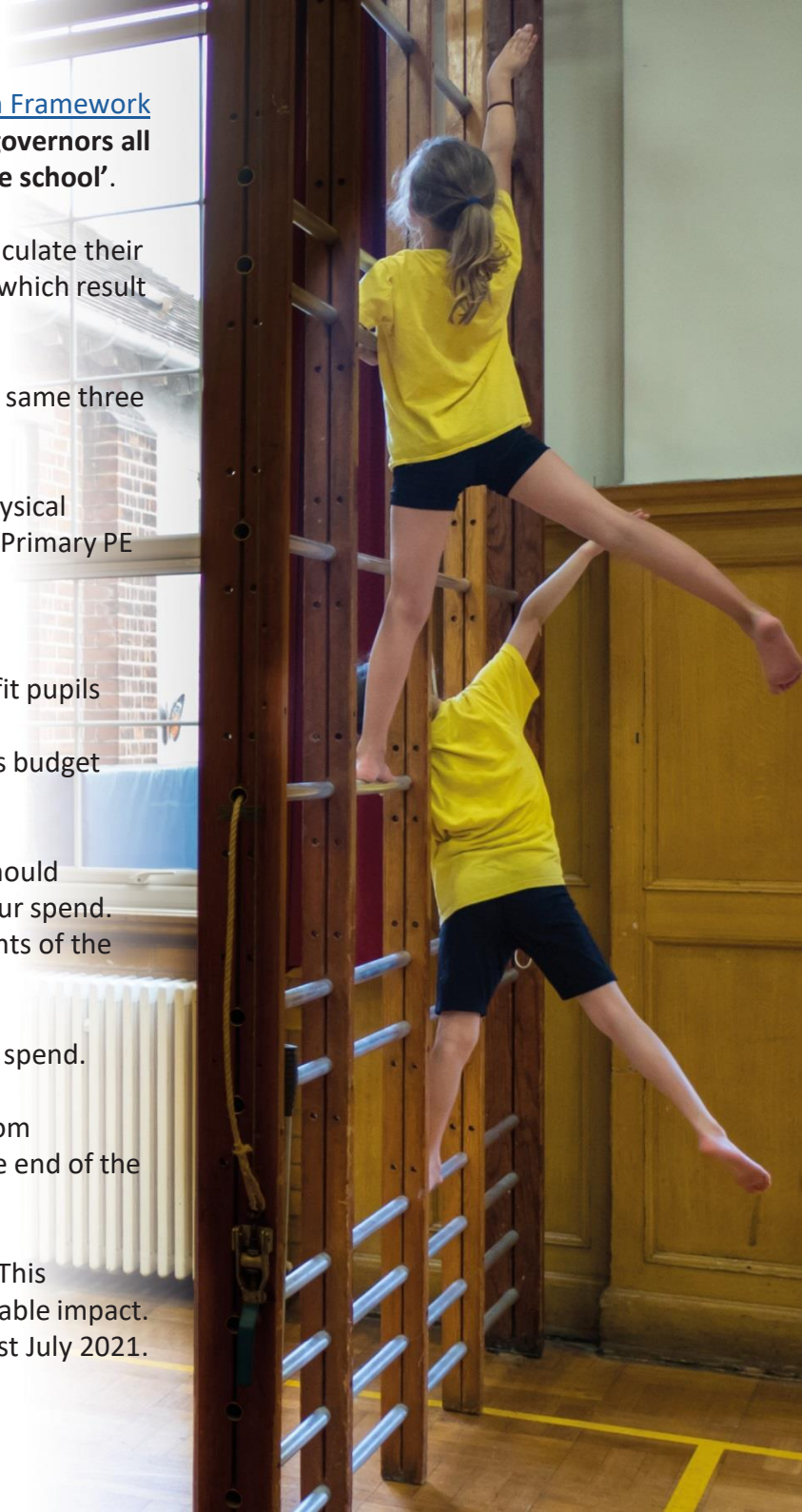
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Outdoor gym equipment installed and children more active at break times.</li> <li>- Equipment updated to ensure high quality P.E. lessons where children are active.</li> <li>- Equipment purchased for new balance bike initiative where our intent is that all children at our school will be able to ride a bike by year 3.</li> <li>- Focus on developing our EYFS active engagement offer to give a broader opportunity for EYFS to development gross motor skills. Impact of this will be monitored as they continue through the school.</li> <li>- Purchase order completed and installation date booked for September new Activall boards to encourage an active break time and target our least active pupils.</li> <li>- AFPE membership to give staff up to date information and support</li> <li>- AFPE safety in P.E. handbook.</li> <li>- Blindfolds purchased and bell balls to introduce children to goalball (disability sport)</li> </ul>	<ul style="list-style-type: none"> <li>- Develop impactful balance bike program which ensures those who need intervention receive it and all children are competent by end of Y3.</li> <li>- Establish a clear timetable to ensure all children Y2 – Y6 get use of the activall boards to encourage an active breaktime.</li> <li>- Improve staff confidence in using resources to help with planning quality lessons and opportunities for children in PE lessons and to be active at break times.</li> <li>- Create a swimming top-up recovery plan for 21-22 due to the pandemic having a profound impact on children's swimming competence.</li> <li>- Use some of the money to create intra competitions next year to increase participation in competitive sport.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

**Total amount carried forward from 2019/2020      £13951.52**

**+ Total amount for this academic year 2020/2021      £19210**

**= Total to be spent by 31st July 2021                      £34,161.52**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	72%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	22%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes:</p> <p>£1140.48 spent on 10 extra sessions for Y6 including travel to venue.</p> <p>(percentage of spend 3.4%)</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £19210 (+13951.52)		Date Updated: 31/7/21	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					61.18%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To ensure pupils are given the opportunity to be active during break times.		Playground gym equipment installed. purchase of activall boards. playground markings updated and improved to make break times more active and to make PE lessons better to ensure high quality sport offer. Safety net to increase active areas installed on football pitch to ensure EYFS can be outside active on the grass the same time as Y6 pupils. Wheels repaired on go break time go-karts.		£21,926.29	Gym equipment a huge hit with the children especially those who don't like to play sports/playground games which means a wider demographic are active during break times. Activall boards have also proved to be popular. They have been used both during break times and in PE lessons at times. Children love playing on them. Go-karts are now in working order again. Playground markings have improved PE delivery and helped to encourage an active break time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					2.92%
Intent		Implementation		Impact	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Implement iMoves across the school as a tool for active learning.	Many teachers expressed that they liked the iMoves subscription which we purchased with the funding last year. We have renewed our membership to continue to help staff to promote active learning.	£997	Staff said that Imoves helped them with short active blasts and also with some mindfulness activities. Some staff used iMoves to help with teaching dance also. Staff used Imoves to help get children active during home learning – which was really important.	Review at the end of the year whether the Imoves subscription is still value for money.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.66%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure staff have a broad range of resources and CPD opportunities.	Association for PE membership to help support teacher knowledge/CPD. Also access to CPD through National College. AFPE Safety Handbook purchased and staff given access to it to help anyone who is not confident and to inform school policy.	£224.99	All staff have a login to AFPE resource and safety book.	Log when staff use these resources to assess their value for money.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28.90%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements:</p> <p>To ensure all children have access to quality equipment and P.E. lessons which ensure all children have equal opportunities.</p> <p>To ensure all children are competent on a bike by Y3 so that we produce children who can confidently ride a bike (encourages healthy lifestyle choices and is a life skill)</p> <p>To ensure Y1 and EYFS continue to develop gross motor skills to produce children who have good body control and awareness.</p> <p>To ensure our OAA offer is enhanced.</p>	<p>P.E. equipment purchased to ensure our existing offer can be fulfilled due to equipment being at the end of use: netballs renewed, new netball posts purchased to encourage more small-sided games, tag rugby equipment renewed, basketball stock replenished to ensure 1:1 ratio for each class. New footballs bought to ensure 1:1 ratio for curriculum PE. Some equipment has been purchased to introduce children to disability sports such as goalball. Mini Tennis net replaced. Y1/EYFS have been supplied with equipment to encourage active learning and improvement of gross motor skills. Climbing prisms, balance boards, 2 double walkers and a crawl tunnel. Balance bikes purchased to ensure children are competent on a bike by the end of Y3. The bikes also have the capability to pedal bikes using a kit also purchased alongside the bikes. Helmets and an area to store also purchased. Climbing wall traverse purchased for KS2 yard.</p>	<p>£9,872.76</p>	<p>Children encounter our quality P.E. equipment in lessons and</p> <p>EYFS and Y1 have used the equipment purchased. Pupils were extremely positive about them and they are used frequently.</p>	<p>Climbing traverse is still to be delivered.</p> <p>Conduct pupil voice on P.E equipment in the school.</p> <p>Send out parent questionnaire online to judge competence on children's biking ability. Organise interventions so that no children in Y3 leave without being able to ride a bike next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Due to covid, children were not encouraged within school to mix outside their respective bubbles. This meant wider competitive sport was not something that money was spent on this year.	N/A	N/A	N/A	Next year, if COVID-19 allows, children will compete in not only intra competitions but inter competitions with other schools. This will be a priority.

Signed off by	
Head Teacher:	J. Hodgkins
Date:	30/7/21
Subject Leader:	P.Codd
Date:	30/7/21
Governor:	C.Wilson
Date:	30/7/21